Institutional Profile

September 2006

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New Jersey Commission on Higher Education

by

Atlantic Cape Community College
Office of Institutional Research
Administration, Planning and Research
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I. Atlantic Cape Community College: Overview, Mission, and Institutional History

A. Overview

Atlantic Cape Community College is a comprehensive, student-centered institution of higher education that prepares students to live and work in the 21st Century – an increasingly culturally-diverse society, where technology is used in all areas of life and where modern communications have made us all citizens of the world. Accordingly, we offer the residents of Atlantic and Cape May counties, and others, associate degrees, liberal arts transfer programs, certificate programs and a wide range of technical training and courses for professional and personal growth. We provide access to these courses and programs by maintaining a moderate tuition rate, pursuing open admissions and affirmative action policies, and offering developmental programs and other support services. We respond to the economic, social, academic, cultural, and work force needs of a diverse constituency by working in partnership with other schools, business and industry, and government. Atlantic Cape Community College and its employees serve the community by providing educational and support services that encourage students to pursue academic excellence, professional growth, and high ethical standards throughout their lives.

B. Mission Statement

Comprehensive, Student Centered, Accessible

- Provides superior academic, technical, and training programs
- Responds to a variety of community needs
- Encourages the pursuit of lifelong learning
- Promotes responsible citizenship
- Committed to encouraging an environment that is multicultural and diverse

C. Institutional History

In 1947, the President’s Commission of Higher Education brought the concept of the community centered school into reality. The community college movement gained momentum throughout the United States during the 1950s with the burgeoning student population which began following World War II.

In Atlantic County, various groups urged that a college be established in this area with the goals of providing an educational service to the entire community and discovering and developing individual talents at low cost with easy access. The Citizens’ Centennial Committee on Adult Education for Atlantic City was instrumental in stimulating interest in a local college. The efforts of such groups, combined with those of educators,
legislators and individuals, resulted in the passage of the New Jersey County College Act, which established county colleges in 1962.

Following the passage of the New Jersey County College Act, a special committee of County Freeholders and educators prepared a study which showed the need for such an institution in Atlantic County. In December 1963, the New Jersey Department of Education granted approval for the establishment of Atlantic Community College (ACC) which became the second community college to be organized by the state on April 14, 1964.

The site for the college was selected on November 19, 1964 and official ground breaking ceremonies for its nine-building complex in Mays Landing were held in November 1966. ACC opened its doors to students in September 1966 using facilities rented from Atlantic City High School. In February 1968, the college moved to its present campus on the Black Horse Pike (U.S. Route 322) in Mays Landing.

In the spring of 1982, major work was completed on a two-year, $7 million expansion project. This project included two new buildings, expanded student service facilities, the Academy of Culinary Arts and additional classroom and office space. In that same year, the former Atlantic City Electric Company building, located in Atlantic City, was purchased by Atlantic County for ACC. By 1984, a $4 million renovation project transformed the aging building into a beautiful modern facility. The Atlantic City Center was renamed in memory of Atlantic County’s first county executive, Charles D. Worthington, in April 2001.

The William J. Spangler Library was expanded and renovated in 1990, added a mezzanine level, a computer lab with space for more than 90 personal computers, faculty and administrative offices, small study/meeting rooms, a classroom/meeting room and typing, video and audio tape rooms.

The Academy of Culinary Arts facility, which opened in October 1991, features more than 28,250 square feet of space. The entrance opens to an atrium lobby. The building provides teaching kitchens, classrooms, a 70-seat gourmet restaurant, service and storage areas, and administrative and faculty offices. Since 1991, the college has made major strides with technological improvements.

Since 1973, the College has been the main provider of community college education to Cape May County residents. For many years, Cape May County officials studied ways to bring better higher educational opportunities to its residents.

In July 1995, the N.J. Commission on Higher Education declined Cape May County’s request for an independent college and recommended that it enter into a partnership with a neighboring community college, citing such benefits of a joint college as a larger population base, economies of scale, immediate availability and accreditation of curricula, and elimination of duplication of efforts and costs.

Cape May County requested joint proposals in February 1997. As a result, on January 1, 1999, ACC officially became a joint college encompassing Atlantic and Cape May counties. The Board of Trustees approved a new name for the joint college: Atlantic Cape Community College (ACCC) in February, 1999. The Cape May County Campus (CMCC) opened in August 2005. The new 68,000-square-foot facility features a brick
façade and two wings that house an information commons that includes a combination library and computer lab, a 100-seat lecture hall, a full-service cafeteria, and 19 classrooms—including chemistry and biology labs, three academic computer labs, two continuing education computer labs and one distance education classroom. In addition, ACCC provides support services facilities, including counseling, testing, tutoring and financial aid offices as well as administrative offices at the new campus.
II. Accreditations

A. Regional Accreditation

Atlantic Cape Community College (ACCC) is accredited by the Middle States Association of Colleges and Schools, Commission on Higher Education. The Middle States Association of Colleges and Schools is a regional institution accrediting body recognized by the U.S. Department of Education. ACCC received its last ten-year site visit in 1996. A five-year periodic review took place in 2001. In March 2006, ACCC had its ten-year site visit. In June 2006, Middle States requested a monitoring report by September 1, 2007. A visit may follow submission of the monitoring report.

B. Specialized Accreditation

Accredited by the New Jersey Board of Nursing and the National League for Nursing for its Associate in Applied Science degree program in Nursing.

Accredited by the Committee on Accreditation of Allied Health Education programs and Accreditation of the American Medical Association for its Respiratory Care Program, offered in cooperation with the University of Medicine and Dentistry of New Jersey, School of Health-Related Professions (UMDNJ-SHRP). Upon successful completion of the program, students receive a joint Associate in Applied Science degree from ACCC and a Certificate of Completion from UMDNJ-SHRP.

Approved by the American Bar Association for the Paralegal Studies Program.

The American Association of Collegiate Registrars and Admissions Officers, though not an accrediting agency, has given ACCC an “A” rating, which indicates that the credits for ACCC students transferring to other institutions should be given full value.

Approved education provider for Counseling Skills in Addiction Counseling as prescribed by Addiction Professionals Certification Board of New Jersey.
III. Student Profile

A. Basic Skills Testing and Remediation\(^1\)

ACCC administers the Accuplacer\(^\circledast\) Placement Test for placement into remediation / developmental education courses. Testing is coordinated by Christine Gamboa, Director of Testing.

Table 1. Students Enrolled in Remedial Courses, Fall 2005

<table>
<thead>
<tr>
<th>Total Number of Students</th>
<th>Students Enrolled in One or More Remedial Courses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6868</td>
<td>1835</td>
<td>26.8%</td>
</tr>
</tbody>
</table>

Notes: (1) Fall 2004 should have been reported as 6860, 1882, 27.4\%; (2) Total Enrollment includes all students (e.g. full-time, part-time, transfer, etc.)

Table 2. First-Time, Full-Time (FTFT) Students Enrolled in Remedial Courses, Fall 2005

<table>
<thead>
<tr>
<th>Total Number of FTFT Students</th>
<th>FTFT Students Enrolled in One or More Remedial Courses</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>874</td>
<td>517</td>
<td>59.2%</td>
</tr>
</tbody>
</table>

Note: This table was updated on March 1, 2007 to include first-time full-time students as defined as any student enrolled in the Fall 2005 semester with a full-time credit load with zero earned credits (EFR). Updated tables were provided to the NJCHE on March 1, 2008.

Table 3. First-Time, Full-Time (FTFT) Students Enrolled in Remedial Courses by Subject Area, Fall 2005

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Students Enrolled</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>270</td>
<td>30.9%</td>
</tr>
<tr>
<td>Math</td>
<td>462</td>
<td>52.9%</td>
</tr>
</tbody>
</table>

Note: This table was updated on March 1, 2007 to include first-time full-time students as defined as any student enrolled in the Fall 2005 semester with a full-time credit load with zero earned credits (EFR). Updated tables were provided to the NJCHE on March 1, 2008.

\(^1\) Remediation and Basic Skills Enrollment are reported as of September 25, 2006. As such, total enrollment (n=6868) is not equal to the enrollment number provided by NJCHE (n=6845) which reflects enrollment as of the 10th day of the fall 2005 semester.
### B. Student Demographics

#### Table 4. Undergraduate Enrollment by Attendance Status, Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>3,074</td>
<td>3,771</td>
<td>6,845</td>
</tr>
<tr>
<td>Pct</td>
<td>44.9%</td>
<td>55.1%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Table 5. Undergraduate Enrollment by Race/Ethnicity, Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Ind.</th>
<th>Race Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>1,761</td>
<td>383</td>
<td>266</td>
<td>297</td>
<td>5</td>
<td>362</td>
<td>3,074</td>
</tr>
<tr>
<td>Pct</td>
<td>57.3%</td>
<td>12.5%</td>
<td>8.7%</td>
<td>9.7%</td>
<td>0.2%</td>
<td>11.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Part-time</td>
<td>2,104</td>
<td>557</td>
<td>405</td>
<td>280</td>
<td>15</td>
<td>410</td>
<td>3,771</td>
</tr>
<tr>
<td>Pct</td>
<td>55.8%</td>
<td>14.8%</td>
<td>10.7%</td>
<td>7.4%</td>
<td>0.4%</td>
<td>10.9%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>3,865</td>
<td>940</td>
<td>671</td>
<td>577</td>
<td>20</td>
<td>772</td>
<td>6,845</td>
</tr>
<tr>
<td>Pct</td>
<td>56.5%</td>
<td>13.7%</td>
<td>9.8%</td>
<td>8.4%</td>
<td>0.3%</td>
<td>11.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Table 6. Undergraduate Enrollment by Sex, Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>1,249</td>
<td>1,825</td>
<td>3,074</td>
</tr>
<tr>
<td>Pct</td>
<td>40.6%</td>
<td>59.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Table 7. Undergraduate Enrollment by Age, Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>LT 18</th>
<th>18-19</th>
<th>20-21</th>
<th>22-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40-49</th>
<th>50-64</th>
<th>65+</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>20</td>
<td>1,305</td>
<td>877</td>
<td>391</td>
<td>215</td>
<td>83</td>
<td>61</td>
<td>67</td>
<td>24</td>
<td>1</td>
<td>30</td>
<td>3,074</td>
</tr>
<tr>
<td>Pct</td>
<td>0.7%</td>
<td>42.5%</td>
<td>28.5%</td>
<td>12.7%</td>
<td>7.0%</td>
<td>2.7%</td>
<td>2.0%</td>
<td>2.2%</td>
<td>0.8%</td>
<td>0.0%</td>
<td>1.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Part-time</td>
<td>25</td>
<td>347</td>
<td>484</td>
<td>654</td>
<td>610</td>
<td>433</td>
<td>378</td>
<td>578</td>
<td>221</td>
<td>21</td>
<td>20</td>
<td>3,771</td>
</tr>
<tr>
<td>Pct</td>
<td>0.7%</td>
<td>9.2%</td>
<td>12.8%</td>
<td>17.3%</td>
<td>16.2%</td>
<td>1.5%</td>
<td>10.0%</td>
<td>15.3%</td>
<td>5.9%</td>
<td>0.6%</td>
<td>0.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>1,652</td>
<td>1,361</td>
<td>1,045</td>
<td>825</td>
<td>516</td>
<td>439</td>
<td>645</td>
<td>245</td>
<td>22</td>
<td>50</td>
<td>6,515</td>
</tr>
<tr>
<td>Pct</td>
<td>0.7%</td>
<td>24.1%</td>
<td>19.9%</td>
<td>15.3%</td>
<td>12.1%</td>
<td>7.5%</td>
<td>6.4%</td>
<td>9.4%</td>
<td>3.6%</td>
<td>0.3%</td>
<td>0.7%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

#### Table 8. Non-Credit Students Served, FY 2005

<table>
<thead>
<tr>
<th></th>
<th>Num</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5,829</td>
</tr>
</tbody>
</table>
C. Financial Aid and State Funded Aid Programs

Table 9. Students Receiving State Funded Financial Assistance, 2005

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Awards</th>
<th>Dollars($)</th>
<th>S/Recipient</th>
<th>S/Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAG</td>
<td>1,658</td>
<td>2,649</td>
<td>1,686,930</td>
<td>1,017.45</td>
<td>636.82</td>
</tr>
<tr>
<td>EOF</td>
<td>395</td>
<td>539</td>
<td>275,851</td>
<td>698.36</td>
<td>511.78</td>
</tr>
<tr>
<td>Bloustein Scholars</td>
<td>4</td>
<td>8</td>
<td>4,000</td>
<td>1,000.00</td>
<td>500.00</td>
</tr>
<tr>
<td>Urban Scholars</td>
<td>16</td>
<td>28</td>
<td>14,000</td>
<td>875.00</td>
<td>500.00</td>
</tr>
<tr>
<td>NJCLASS Loans</td>
<td>26</td>
<td></td>
<td>216,762</td>
<td></td>
<td>8337.00</td>
</tr>
<tr>
<td>NJ STARS (Fall 2004)</td>
<td>81</td>
<td></td>
<td>129,177</td>
<td>1,594.78</td>
<td></td>
</tr>
</tbody>
</table>

Note: Includes State Funded Aid Programs, Need-Based and Merit-Based, Grants and Loans

Table 10. First-time Full-time Freshman in Fall 2005
Enrollment by State Residency

<table>
<thead>
<tr>
<th>State Residents</th>
<th>Non-State Residents</th>
<th>Total</th>
<th>% State Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,326</td>
<td>2</td>
<td>1,328</td>
<td>99.8%</td>
</tr>
</tbody>
</table>
IV. Student Outcomes

A. Degrees Conferred

Table 11. Subbaccalaureate Degrees Conferred by Race/Ethnicity, FY 2005

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>406</td>
<td>64.0%</td>
<td>68</td>
<td>10.7%</td>
<td>42</td>
<td>6.6%</td>
<td>86</td>
<td>13.6%</td>
<td>1</td>
<td>0.2%</td>
<td>31</td>
<td>4.9%</td>
<td>634</td>
</tr>
<tr>
<td>Pct</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Table 12. Subbaccalaureate Degrees Conferred by Sex, FY 2005

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Percent</th>
<th>Women</th>
<th>Percent</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>209</td>
<td>33.0%</td>
<td>425</td>
<td>67.0%</td>
<td>634</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 13. Subbaccalaureate Degrees Conferred by General Field, FY 2005

<table>
<thead>
<tr>
<th>Major Category</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>61</td>
</tr>
<tr>
<td>Personal Services</td>
<td>16</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>5</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>139</td>
</tr>
<tr>
<td>Multi/Interdisciplinary</td>
<td>165</td>
</tr>
<tr>
<td>Protective Services</td>
<td>50</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>58</td>
</tr>
<tr>
<td>Business/Management</td>
<td>140</td>
</tr>
<tr>
<td>Total</td>
<td>634</td>
</tr>
</tbody>
</table>

Note: General Fields reflect IPEDS CIPCode

Table 14. Subbaccalaureate Degrees Conferred by Distance Education, FY 2005

<table>
<thead>
<tr>
<th>Associate in Arts</th>
<th>Associate in Applied Science</th>
<th>Associate in Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
B. Graduation and Transfer Rates

Table 15. Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Fall 2002 Full-time First-time Freshmen by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Other $^1$</th>
<th>Alien</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>Fall 2002 Cohort</td>
<td>722</td>
<td>100%</td>
<td>180</td>
<td>25%</td>
<td>68</td>
<td>8.8%</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>83</td>
<td>11.4%</td>
<td>45</td>
<td>5.5%</td>
<td>11</td>
<td>13.5%</td>
<td>3</td>
</tr>
<tr>
<td>Success after 2</td>
<td>111</td>
<td>15.4%</td>
<td>21</td>
<td>17.7%</td>
<td>6</td>
<td>8.8%</td>
<td>12</td>
</tr>
<tr>
<td>Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
<td>13.5%</td>
<td>3</td>
</tr>
<tr>
<td>Success after 3</td>
<td>224</td>
<td>31.0%</td>
<td>31</td>
<td>17.2%</td>
<td>14</td>
<td>20.6%</td>
<td>22</td>
</tr>
<tr>
<td>Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
<td>25.3%</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 16. Two- and Three-Year Success Rates (Combined Graduation & Transfer) of Fall 2002 Full-time First-time Freshmen by Income

<table>
<thead>
<tr>
<th></th>
<th>Low Income $^2$</th>
<th>Non-Low Income</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Fall 2002 Cohort</td>
<td>371</td>
<td>100%</td>
<td>474</td>
<td>127%</td>
</tr>
<tr>
<td>2 Year Rates</td>
<td>32</td>
<td>8.6%</td>
<td>84</td>
<td>20.3%</td>
</tr>
<tr>
<td>3 Year Rates</td>
<td>68</td>
<td>18.3%</td>
<td>148</td>
<td>38.2%</td>
</tr>
</tbody>
</table>

Table 17. Two- and Three-Year Graduation Rate of Fall 2002 Full-time First-time Freshmen by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Other $^1$</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Fall 2002 Cohort</td>
<td>722</td>
<td>100%</td>
<td>180</td>
<td>25%</td>
<td>68</td>
<td>8.8%</td>
</tr>
<tr>
<td></td>
<td>91</td>
<td>12.5%</td>
<td>128</td>
<td>17.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success after 2</td>
<td>65</td>
<td>9.0%</td>
<td>11</td>
<td>16.2%</td>
<td>6</td>
<td>8.8%</td>
</tr>
<tr>
<td>Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>7.7%</td>
</tr>
<tr>
<td>Success after 3</td>
<td>139</td>
<td>19.3%</td>
<td>18</td>
<td>10.0%</td>
<td>13</td>
<td>19.1%</td>
</tr>
<tr>
<td>Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
<td>16.5%</td>
</tr>
</tbody>
</table>

Table 18. Two- and Three-Year Graduation Rates of Fall 2002 Full-time First-time Freshmen by Income

<table>
<thead>
<tr>
<th></th>
<th>Low Income $^2$</th>
<th>Non-Low Income</th>
<th>Unknown</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Fall 2002 Cohort</td>
<td>371</td>
<td>100%</td>
<td>474</td>
<td>127%</td>
</tr>
<tr>
<td>2 Year Rates</td>
<td>24</td>
<td>6.5%</td>
<td>42</td>
<td>8.9%</td>
</tr>
<tr>
<td>3 Year Rates</td>
<td>52</td>
<td>14.0%</td>
<td>85</td>
<td>17.9%</td>
</tr>
</tbody>
</table>

Notes: (1) Other includes American Indian and Unknown Race; (2) Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499
C. Retention

Table 19. Third Semester Retention of Full-time First-time Freshmen by Race/Ethnicity, Fall 2004 to Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th></th>
<th>Black</th>
<th></th>
<th>Hispanic</th>
<th></th>
<th>Asian</th>
<th></th>
<th>Other</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Retained</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>385</td>
<td>56.5%</td>
<td>97</td>
<td>56.7%</td>
<td>63</td>
<td>52.1%</td>
<td>49</td>
<td>68.1%</td>
<td>139</td>
<td>59.4%</td>
<td>733</td>
<td>57.3%</td>
</tr>
<tr>
<td>Not Retained</td>
<td>297</td>
<td>43.5%</td>
<td>74</td>
<td>43.3%</td>
<td>58</td>
<td>47.9%</td>
<td>23</td>
<td>31.9%</td>
<td>95</td>
<td>40.6%</td>
<td>547</td>
<td>42.7%</td>
</tr>
<tr>
<td>Total</td>
<td>682</td>
<td>100.0%</td>
<td>171</td>
<td>100.0%</td>
<td>121</td>
<td>100.0%</td>
<td>72</td>
<td>100.0%</td>
<td>234</td>
<td>100.0%</td>
<td>1,280</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: Other includes American Indian and Unknown Race

Table 20. Third Semester Retention of Full-time First-time Freshmen by Income, Fall 2004 to Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>Low Income</th>
<th></th>
<th>Non-Low Inc.</th>
<th></th>
<th>Unknown</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
<td>Pct</td>
</tr>
<tr>
<td>Retained</td>
<td>225</td>
<td>59.4%</td>
<td>312</td>
<td>58.4%</td>
<td>196</td>
<td>53.4%</td>
<td>733</td>
<td>57.3%</td>
</tr>
<tr>
<td>Not Retained</td>
<td>154</td>
<td>40.6%</td>
<td>222</td>
<td>41.6%</td>
<td>171</td>
<td>46.6%</td>
<td>547</td>
<td>42.7%</td>
</tr>
<tr>
<td>Total</td>
<td>397</td>
<td>100.0%</td>
<td>534</td>
<td>100.0%</td>
<td>367</td>
<td>100.0%</td>
<td>1,280</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: Low Income is defined as student with a NJ Eligibility Index between 1 and 2,499.

Table 21. Three-Year Transfer Rate of Fall 2002 Full-time First-time Freshmen to NJ Senior Public Institutions

<table>
<thead>
<tr>
<th>Transfers thru Spring 2005</th>
<th>Non-Transfers</th>
<th>Total FTFT Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>123</td>
<td>10.3%</td>
<td>1,066</td>
</tr>
</tbody>
</table>

Table 22. Overall Three-Year Transfer Rate of Fall 2002 Full-time First-time Freshmen

<table>
<thead>
<tr>
<th>Transfers thru Spring 2005</th>
<th>Non-Transfers</th>
<th>Total FTFT Fall 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>188</td>
<td>15.8%</td>
<td>1,001</td>
</tr>
</tbody>
</table>
## V. Faculty

### A. Demographics

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>Tenured</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>6</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Without Tenure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>13</td>
<td>24</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>26</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Associate Prof.</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Prof.</td>
<td>20</td>
<td>30</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>All Others</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>42</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
B. Faculty/Student Ratio

Table 24. Percentage of Course Sections Taught by Full-Time faculty Fall 2005

<table>
<thead>
<tr>
<th>Sections</th>
<th>FT</th>
<th>PT</th>
</tr>
</thead>
<tbody>
<tr>
<td>990</td>
<td>52.5%</td>
<td>47.5%</td>
</tr>
</tbody>
</table>

Note: Number of sections for fall 2004 was reported 1972, the correct number of sections for Fall 2004 was 1,172

Table 25. Ratio of Full- to Part-time Faculty, Fall 2005

<table>
<thead>
<tr>
<th>Full-time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Num</td>
<td>Pct</td>
<td>Num</td>
</tr>
<tr>
<td>86</td>
<td>22.8%</td>
<td>292</td>
</tr>
</tbody>
</table>
VI. Board of Trustees

The Atlantic Cape Community College Board of Trustees is made up of fifteen (15) members. By statute, seven (7) members are appointed by the County Executive of Atlantic County, with the approval of the Freeholders and three (3) members are appointed by the Cape May County Board of Chosen Freeholders. The Atlantic County Superintendent of Schools and Cape May County Superintendent of Schools are members of the Board by statute. The Governor appoints two (2) members, one from each county. One (1) non-voting student member from Atlantic or Cape May County is elected for a one-year term by each year's graduating class. The current Board membership includes six Caucasian males, five Caucasian females, one African-American male, one Asian male, one Asian female and one Hispanic female. They are active in education, utilities, public service, law, banking, casino industry, and community businesses.

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
<th>Asian</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>11</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

The Board sets policy and has final authority over budgets and expenditures, and the President is responsible for internal administrative operations. The most important function of the Board is the selection, evaluation and retention of the college president. The current president is under contract, with retention and contract renewal contingent on performance/evaluation guidelines established by the Board. The board sets the policies and procedures for the College.

Board members participate in national, state and local civic professional organizations as well as political and charitable organizations. Members understand the community college mission and the legal and fiscal duties stipulated in state statutes and state board of education regulations. They are active outside regular board meetings, participating in legislative action relevant to community colleges.

Board members:

Lynn P. Kramer
Brian G. Lefke, Chairperson
Robert J. Boyer, Vice Chairperson
Lynn G. Baumgardner
Janya Laxman, Student Rep. (non-voting)
Dr. Elizabeth A. Dworsky
David A. Evans (State Appointee)
Dr. Daniel G. Loggi
Mary B. Long
Andrew Melchiorre
Dr. Albert A. Monillas
Eric Reynolds
Nicholas F. Talvacchia,
Marie Ivette Torres
Helen W. Walsh
VII. Profile of Degree Programs

A. Associate in Arts (A.A.)

The Associate in Arts degree programs are designed for students who wish to continue their education at a four-year college or university, and pursue studies in the humanities or social sciences. This degree is often used as a first step toward an advanced professional degree in areas such as law, social work, public administration, medicine and education. The A.A. degree requires a minimum of 45 credits in general education and a minimum of 18 credits in program courses and electives. Students select an option in consultation with an advisor to insure maximum transfer of credits.

Associate in Arts Degree Programs (A.A.) (Liberal Arts Options)

- Business Administration
- Child Development/Child Care
- Communication
- Cultural Studies
- Digital Design
- Education
- History
- Humanities
- Literature
- Performing Arts
- Philosophy
- Psychology
- Social Science
- Sociology
- Studio Art
B. Associate in Science Degree Programs (A.S.)

The Associate in Science degree (A.S.) is awarded to students who successfully complete programs that emphasize mathematics, the biological or physical sciences, and business programs, intended as pre-baccalaureate work. The A.S. degree requires a minimum of 32 credits in general education and a minimum of 33 credits in program courses and electives. Some programs feature options to ease transfer into specific majors at four-year colleges or to meet more specific career preparation needs.

**Associate in Science Degree Programs (A.S.)**

- Biology Option (Science and Mathematics)
- Business Administration
- Chemistry Option (Science and Mathematics)
- Computer Information Systems
- Corrections in Criminal Justice
- Criminal Justice
- Economics Option (Business Administration)
- General Studies
- Health Sciences
- Mathematics Option (Science and Mathematics)
- Paralegal Studies
- Social Work
C. **Associate in Applied Science (A.A.S.)**

The Associate in Applied Science degree (A.A.S.) is awarded to students who successfully complete programs that emphasize preparation in the applied arts and sciences for careers, typically at the technical or semi-professional level. These programs are designed to prepare students for job entry at the completion of the two-year program. Some A.A.S. Programs do have transfer agreements with four-year colleges. While the A.A.S. is designed as a non-transferable degree, the A.A.S. Degree requires a minimum of 20 credits in general education and a minimum of 43 credits in program courses and electives.

**Associate in Applied Science Degree (A.A.S.) Degree**

- Accounting
- Accounting Information Systems Option (Accounting)
- Baking and Pastry Option (Culinary Arts)
- Business Administration
- Computer Programming
- Computer Systems Support
- Culinary Arts
- Food Service Management
- Hospitality Management
- Microcomputer Technologies Option (Computer Systems Support)
- Nursing
- Office Systems Technology
- Paralegal Studies
- Respiratory Therapy
- Travel and Tourism Option (Hospitality)
- Web Technologies Option (Computer Systems Support)
D. Professional Series Program

ACCC’s Professional Series is a sequence of courses in a related subject area that provides students with entry-level skills for specific jobs. Upon completion of the series, students receive a letter of recognition from ACCC. We realize student time is valuable, so most of these courses can be taken on a part-time basis in the day or evening. By taking two courses each semester, students can complete many of the programs we offer in less than a year, others have certain sequence courses which may take a little longer. Students may, however, begin and end the program at their own pace. Those enrolled in one or more of the courses in these series, are eligible to complete the remaining sequence and apply for a letter of recognition. All credits earned through these programs are applicable toward an associate degree in the related subject area.

Professional Series Programs

A+ Specialist
Accounting Specialist
Addiction Counseling Specialist
Aesthetics Series
Baking and Pastry Specialization
Bilingual Office Assistant Specialist
Catering Specialization
Child Development Associate (CDA)
Civics Series
Computerized Accounting Specialist
Educational Office Specialist
Electronic Business
Food Service Management Specialization
Help Desk Specialist
Hospitality Marketing Specialist
Hot Food Specialization
Human Resources Professional
Legal Office Specialist
Literary Enrichment Series
Medical Office Specialist
Microsoft Office Specialist
Multimedia Specialist
Office Assistant Specialist
Office Automation Specialist
Office Professional Specialist
Office Receptionist Specialist
PC Specialist
Records and Information Management Specialist
Small Business Management Specialist
Travel and Tourism Specialist
Web Specialist
E. Continuing Education

ACCC offers workshops, seminars, and other enriching educational experiences to meet the needs and interests of the community. Students may become more proficient in their field or develop new career skills in one of many six-month training courses. Several programs include training in a mock casino to gain the skills necessary to enter the exciting world of gaming. ACCC’s Center for Corporate and Workforce Development offers a variety of short-term non-credit courses in subjects such as Code Enforcement, Insurance Professional Development, Health Related training and many more. Enrichment courses include languages, painting, public speaking, and gourmet cooking.

Continuing Education Programs

- Allied Health Advancement
- Career Training
- Casino Career Institute
- Computer Classes
- Customized Training for Business
- Digital Desktop Design
- Health Professions
- Institute for Service Excellence
- Kids College
- Online Classes
- Personal Development Classes
- Professional Development Classes
- Senior Computer Classes
- Senior Enrichment Classes
VIII. Major Research and Public Services Activities

A. Research and Development Expenditures

Table 27. R&D EXPENDITURES : YEAR 2005

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federally Financed Academic R&amp;D Expenditures</td>
<td>0</td>
</tr>
<tr>
<td>Institutionally Financed Academic R&amp;D Expenditures</td>
<td>0</td>
</tr>
<tr>
<td>Total Academic R&amp;D Expenditures</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Dollar amount as reported to the National Science Foundation (NSF) on Form #411 (Survey of Research and Development Expenditures at Colleges and Universities).

B. Research

The Atlantic Cape Community College Office of Administration, Planning and Research produced several research projects during the last year:

The college completed several projects to assess student satisfaction including:

- In November 2005, the college participated in the nation-wide Faces of the Future Survey in which over 500 ACCC credit and non-credit students took part. The college respondents were compared to over 50,000 respondents throughout the country on various measures of student satisfaction and their experiences at ACCC.
- During the summer of 2005, the college conducted a phone survey of ACCC graduates from the Classes of 2004, finding out their satisfaction with ACCC and outside experiences since they graduated.
- Throughout the year, the college surveys students applying for graduation on their experiences at ACCC.
- In May of 2006, the college conducted a survey to assess student satisfaction with facilities and services provided at the new Cape May County Campus. The faculty and staff at CMCC were also surveyed.
- In April of 2006, the college completed a survey of students taking distance education courses.

The college initiated a series of projects to inform a Facilities and Services Master Plan including:

- Environmental Scan conducted by Paulien and Associates.
- ACCC Enrollment Projections produced by Paulien and Associates.
- Twelfth Grade Enrollment Projections produced by the Office of Institutional Research, ACCC.
C. Public Service Activities

Atlantic Cape Community College is committed to public service and community participation. During fiscal year 2005, the college was involved in the following projects:

**ACCC Cultural Events July 1, 2005 through June 30, 2006**

**Martin L. Blatt Speaker Series:**
Tues., Nov. 15, 2005  James McBride

**ACCC Foundation Charitable Events:**
Fri., Sept. 30, 2005  Cape May County Gala Proceeds: $43,214
Fri., Oct. 14, 2005  CMC Golf Tournament  Proceeds: $15,000 scholarship funds
Fri., Nov. 18, 2005  Annual Beaujolais Nouveau Tasting
Wed., March 20, 2006  23rd Annual Press of Atlantic City Restaurant Gala  Proceeds: $215,000 scholarship funds

**Careme’s Café Series:**
Thurs., Nov. 10, 2004  David Jacob Strain
Thurs., Dec. 8, 2004  Terence Martin
Thurs., Feb. 16, 2005  Joseph Parsons
Thurs., April 6, 2005  Kerri Powers
Thurs., May 11, 2006  Patty Blee

**Theater Productions:**
Thurs.-Sat., Dec. 1-4, 2005  “Arsenic & Old Lace”
Thurs.-Sat, April 27-30, 2006  “The Boys Next Door”

**Studio Arts Workshops**
Sat., Sept. 21, 2005  20th Anniversary of Studio Arts Workshops’ Show and Sale
Sat., Oct. 9, 2004  Autumn Reflections
Sat., Nov. 13, 2004  Figure Drawing with Homer Johnson
Sat., Dec. 11, 2004  Acrylic Techniques with Charlotte Carney
Sat., March 12, 2005  The Three “R’s” of Color
Sat., April 16, 2005  An Impressionist Paints Watercolor
Sat., May 14, 2005  Drawing Nature with Color Pencils
Art Gallery:
Month of July-Aug., 2005  Painting and Drawing by Joe Kardonne
Month of September, 2005  13th Annual Faculty and Staff Exhibit
Month of October, 2005  20th Annual Studio Art Workshops and Sale Exhibit
Month of Nov.-Dec, 2005  Watercolors by Jim McFarlane
Month of December, 2005  Faculty Selects: Annual ACCC Student Show
Month of January, 2006  Youth Art Month Exhibit: sponsored by Art Educator of New Jersey
Month of February, 2006  Works by Press Staff Photographs by Ed Lee
Month of March-April, 2006  Encaustic Paintings by Marian Spirn
Month of April-May, 2006  Paintings by Ed Bronstein
Month of May-June, 2006  The Cedar Water Painters

Cultural Diversity Awareness:
Tues., Jan. 25, 2005  Martin Luther King Re-Enactment “I Have A Dream”
Tues., Sept. 20, 2005  Performance by Adorada Spanish Dance Theatre
Tues., Nov. 22, 2005  Interactive Latin Dance Party “Salsa Magic”

Black History Month Events:
Tues., Feb. 7, 2006  Slave and Jim Crow Display titled, “Lest We Forget”
Thurs., Feb. 16, 2006  History project by Dr. Bob Allen “The Soul of Black Baseball”
Tues., Feb. 21, 2006  One-man show of “Power on Earth”
Tues., Feb. 21, 2006  Educational Opportunity Fund Melvin L. Newton Scholarship Benefit Dinner
Tues., Feb. 28, 2006  Demonstration of Afro-Brazilian music and dance: “Grupo Capoeira”

Student Government Association:
Thurs., Oct. 6, 2005  Improving Communications Skills, CMCC
Thurs., Nov. 10, 2005  Performance by Native American Dancer Larry Yazzie
Thurs., Dec. 8, 2005  Multicultural/World Holiday Show
Tues., April 18, 2006  Earth Day Celebration
Student Development Workshops:
Thurs., Sept. 22, 2005  The How To Series: Using WebCT
Wed., Sept. 28, 2005  Study Tips
Wed., Oct. 5, 2005  Improving Communications Skills
Tues., Oct. 25, 2005  The How To Series: Linking the Internet to Schoolwork
Tues., Nov. 8, 2005  Getting Organized
Tues., Nov. 22, 2005  The How To Series: Choosing a Major and What is Required

Taste of the Gala
Thurs., Oct. 4, 2005  Cooking Demonstration & Wine Tasting
Thurs., Nov. 3, 2005  Cooking Demonstration & Wine Tasting
Thurs., Jan. 26, 2006  Cooking Demonstration & Wine Tasting
Thurs., Feb. 23, 2006  Cooking Demonstration & Wine Tasting

Other activities:
Mon., Aug. 1, 2005  South Jersey Gas “School Counts!” Scholarship campaign
Wed., Aug. 24, 2005  Cape May County Campus Grand Opening Ceremony
Thurs., Aug. 15, 2005  ACCC Community Day at Cape May County Campus
Mon., Sept. 12, 2005  Memorial Service in honor of victims of 9/11
Wed., Sept. 21, 2005  “Save a Life Tour” presented by ACCC Student Life Center
Sun., Oct. 2, 2005  43rd Annual College Fair
Fri., Oct. 14, 2005  ACA hosts Culinary Career Day
Tues., Nov. 8, 2005  National Theater presented “The Barber of Seville”
Fri., Nov. 11, 2005  Veterans Day Ceremony
Tues., Nov. 15, 2005  Poetry reading & performance by author J. Simone
Fri., Nov. 18, 2005  Minority Affairs Committee host Black Colleges & Universities College Fair
Sun., Nov. 20, 2005  Pancake Breakfast in support of the National Guard Troops
Thurs., Dec. 1, 2005  Worlds AIDS Day
Fri., Dec. 9, 2005  Annual NJ STARS breakfast
Sun., March 12, 2006  Theater Alliance presents: Schoolhouse Rock Live!
Wed., March 8, 2006  “Evening with the Stars” Information session for Atlantic and Cape May County students eligible for NJ STARS
Tues., March 21, 2006  Worthington Atlantic City Center sponsors: Health Fair
Tues., March 21, 2006  Women & Domestic Violence sponsored by Criminal Justice Club
Sun., March 26, 2006  23rd Annual Holocaust Awareness Program
Thurs., March 30, 2006  Domestic Violence Facts vs. Fiction
Tues., April 4, 2006  ACCC Idol Talent Show to benefit Mary Tower scholarship
Sun., May 13, 2006  EOF advisory board sponsored “Dress to impress” to benefit Melvin Newton Scholarship
Sat., May 20, 2006  14th Annual American Heart Walk

Open House:
Tues-Thurs., Aug.2-4, 2005  Office System Technology & Paralegal Studies, at all three locations
Tues-Thurs., Aug. 2-4, 2005  Paralegal Studies, at all three locations
Sun., Oct. 2, 2005  Academy of Culinary Arts
Fri., March 10, 2006  Academy of Culinary Arts
Thurs, April 20, 2006  Information session on new degree programs, MLC
Thurs., April 27, 2006  Information session on new degree programs, CMCC
Thurs., April 27, 2006  NJ STARS, Ward Scholarship and Nursing Career Session

D. Major Capital Projects

L. Robert Kimball & Associates was commissioned in mid-2006 to complete a Master Facilities Plan in order to guide the college in future capital projects. As part of the project Paulien and Associates, a nationally academic planning organization prepared an environmental scan and will be assisting in the preparation of an Academic Plan. This will provide the college with a blueprint for capital projects over the next decade.

Mays Landing Campus

All major HVAC systems at the Mays Landing Campus will be renovated or replaced. Older equipment will be replaced with modern energy-efficient units throughout the campus. This $1.8 million project will result in operational improvements and energy efficiency.

Worthington Atlantic City Center (WACC)

Atlantic Cape Community College will begin expansion of its Atlantic City extension center in November 2006. Funded by a $1.2 million grant from the U.S. Economic Development Administration and matching Chapter 12 county funds, the project cost will total $4.0 million.

The expansion will house the Health Professions Institute which, in conjunction with local hospitals and the Atlantic Cape Workforce Investment Board, will train workers for
high demand jobs in healthcare. The 9,000 square foot expansion will include science and computer labs, classrooms, and a large lecture room.

In addition, renovations will be made to the WACC to enhance its branch campus status. The addition of a cafeteria, information center and new parking area will allow the College to deliver all of the courses required for almost all degree programs. These changes will increase access to higher education and training opportunities for the residents of Atlantic City.